



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Higher Education Review Unit

Programme Review Report

Bachelor of Law

Applied Science University

Kingdom of Bahrain

Date Reviewed: 24 – 25 October 2010

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1. The Programme Review Process

1.1. The Programme Review Framework

The *four* indicators used to measure whether or not a programme meets minimum standards are as follows:

Indicator 1: The Curriculum

Indicator 2: Efficiency of the Programme

Indicator 3: Academic standards of the graduates

Indicator 4: Effectiveness of quality management and assurance

Conclusions reached are in terms of minimum standards, and the summative judgment falls into one of three categories:

- (i) *The programme satisfies all four indicators and gives confidence, or*
- (ii) *There is limited confidence because up to two indicators are not satisfied, or*
- (iii) *There is no confidence in the programme because more than two indicators are not satisfied.*

1.2. The Programme Review Process at Applied Science University

The programme review of the Bachelor of Law (BL) at Applied Science University (hereinafter referred to as “ASU”, the ‘institution’ or ‘University’) was conducted by the Higher Education Review Unit (HERU) of the Quality Assurance Authority for Education and Training (QAAET) in terms of its mandate to review the quality of higher education in Bahrain. This report provides an account of the HERU programme review process and the findings of the Review Panel based on the Self-Evaluation Report (SER) and appendices submitted by the ASU, the supplementary documentation made available during the site visit, as well as interviews and observations made during the review site visit, which was conducted on 24 - 25 October 2010.

ASU was notified by HERU/QAAET on 20 January 2010 that it would be subject to a programme quality review of its BL programme during 2010. In preparation for the programme review, ASU conducted its programme self-evaluation and submitted a SER with appendices on the agreed date in March 2010. It is expected that the ASU will use the findings presented in this report to strengthen its BL programme.

ASU was founded by the Cabinet Decree no. 140/2004 on 5 July 2004, and it comprises three colleges, namely: College of Administrative Sciences, College of Law

and College of Arts and Sciences. The College of Law offers a Bachelor of Law programme only, which is the subject of this review. This programme commenced delivery at the beginning of the academic year 2005/2006. There are 13 full-time faculty members in the College one of whom is a Professor, three Associate Professors, nine Assistant Professors, in addition to Research Assistants.

The total number of students registered in the programme for the academic year 2009/2010 was 583 regular students of whom 146 were new students. The gender breakdown of the new students is 82 males and 64 females. The number of Bahraini students was 130 and 16 Gulf students. The College has graduated 132 and 51 students in the 2008/2009 and 2009/2010 academic years respectively.

2. Indicator 1: Curriculum

The programme complies with existing regulations in terms of the curriculum, the teaching, and the assessment of students' achievements; the curriculum demonstrates fitness for purpose

- 2.1 The programme objectives are clearly articulated and consistent with the University's mission. The programme is appropriately designed to achieve the required knowledge and skills in order to meet the requirements of the labour market in Bahrain. The programme objectives are consistent with those of the University; however, the College's public objectives are not derived from its mission. The way in which the College's mission and objectives are expressed does not define this mission clearly. Instead, it emphasizes the means by which the College attempts to achieve its mission.
- 2.2 The intended learning outcomes (ILOs) of the programme and of most courses are appropriately articulated and they are consistent with the programme objectives. The programme includes a variety of courses most of which are compulsory with a few electives. The courses are arranged in a successive order starting with introductory courses followed by advanced areas of study in many specializations. The programme also includes a variety of courses that allow students to gain knowledge, understanding, and cognitive as well as professional skills so as to develop their legal mind in general, in consistence with the ILOs.
- 2.3 The programme follows the credit hours system comprising many levels and is divided into semesters. In order to be awarded a BL, a student has to pass 43 courses successfully with three credit hours per course. In addition, a student has to pass the practicum course, which has no credit hours. According to the study plan attached to the SER, courses are divided into university requisites, college requisites, and specialization requisites.
- 2.4 The Review Panel noted that the number of hours allocated for the university requisites (compulsory and electives) is 21 credit hours, which is a relatively large number compared to similar programmes in many other universities. Also some of the compulsory courses are given a relatively large number of credit hours on the expense of specialization courses related to the legal field. The Review Panel also noted that the list of compulsory courses lacks basic courses required for the development of the student's legal mind, such as the 'Principles of Economics' and 'Compulsory Execution'. The Review Panel also recognized the lack of balance between the number of credit hours allocated for the college and specialization compulsory courses.
- 2.5 Although 14 elective courses are listed in the study plan, only a limited number of these courses are offered. The Review Panel reviewed the list of courses offered in

the first and the second semesters of the academic year 2009/2010 and found that only three out of these 14 electives were offered. As a result, student's opportunity to choose the courses he or she likes to study becomes very limited. Consequently, the role of the academic advisor in advising students' courses selection is largely compromised, which is in contradiction with the credit hours system.

- 2.6 The courses are documented in course files that include all information related to the course. However, there are no clear methods for measuring the ILOs, whether at the programme level as a whole or at the course level. The Review Panel examined a sample of course files and noted the absence of some course information. For example, in the Public Finance and Tax Legislation course file, the ILOs were classically articulated. In addition, the distribution of the course syllabus over the semester weeks does not clearly indicate which topics will be covered in weeks 8, 9, and 10; instead, it merely uses the generic expression 'Taxes'. The same applies to weeks 11 and 12, where the generic expression 'Loans' is used. Furthermore, the additional references listed for this course were found insufficient. Also, no sample of students' assignments and participation, such as research and group assignments were included in the course file.
- 2.7 As for the course 'Corporate and Bankruptcy', the Panel noted that it comprises two different basic subjects combined together into the same course. For this reason, the subject 'Bankruptcy' is presented very briefly over three weeks which in turn has a negative impact on achieving the ILOs. With regard to the course Marine Trade, the Review Panel noted that the subject of 'Marine Transportation' is merely allocated one three-hour lecture in week 13, which is insufficient for such an important and subject, considering the provisions of the Hamburg Treaty of Marine Transportation 1978 and the new Rotterdam regulations in this regard.
- 2.8 The study plan includes some courses taught by faculty members who are not specialized in the field. For example, the course of 'Forensic Medicine' is taught by a faculty member who is not specialized in the field of medicine. Similarly, the course on 'International Law' is taught by a faculty member specialized in Politics and who does not have a PhD in Law. The same applies to the courses 'Constitutional Law' 1 and 'Constitutional Law' 2. In addition, the Review Panel noted that despite the significance of teaching (In-kind Insurance) and its role in developing the graduate's legal mindset, it is not offered as an independent course or within the content of the course 'In-rem Rights' which is restricted to 'Possessive Rights' - which is the core of in-kind basic rights - without reference to 'In-rem Rights', such as 'Official Mortgage', 'Possessive Mortgage', 'Juristic Mortgage', and 'Privileged Mortgage'.
- 2.9 The Review Panel also noted the absence of any courses taught in English except for the course 'Legal Studies E. F' which is listed as an elective course but is not offered. This situation is not remedied by the offering of a terminology course, the content of which is merely restricted to legal terminology and is devoid of legal subject.

- 2.10 The programme includes a course on 'Intellectual Property'. This is a novel subject consistent with the international developments following the establishment of the World Trade Organization (WTO). However, the programme lacks other courses aligned to the recent developments in legal sciences. It would be appropriate to introduce some of these courses in the programme either as compulsory or electives so that it keeps pace with recent legal developments.
- 2.11 Students who enrol in the Practicum course undergo training for two successive months at various institutions concerned with legal affairs such as courts, advocate offices, banks, companies, ministries, Parliament offices, and other training destinations in order to acquire practical skills and enable them to link theory to practice. There is a system in place to follow up on student's performance and their assessment at the end of the training period. The Review Panel is of the view, however, that the training course is inadequate for students to acquire the practical and professional skills required. Moreover, the course does not have credit hours in the programme, despite its significance. The College also organizes visits to many external entities such as courts, prisons, and the Bahrain Investors Centre. Although the College has a Moot Court, it is insufficiently utilized and is restricted to criminal cases and does not address civil or commercial cases.
- 2.12 The Review Panel noted that the course 'Scientific Research Methods' is listed among the elective courses of the programme. However, it has been offered only a few times in spite of its significance for students to acquire research skills consistent with the programme's ILOs. The programme also includes two practical electives, one in 'Public Law' and the other in 'Private Law'. However, both of these courses have no course files. Furthermore, the Review Panel did not find that they had been offered during the academic year 2009/2010. This leads to further weakness in the skills that students acquire in the practical aspects of the programme.
- 2.13 The College provided the Review Panel with an amended study plan for the academic year 2010/2011. The plan included some modifications in the study plan attached to 2009-2010 SER. The new plan – which is approved by the University – included limited development to avoid some of the weaknesses in the previous Plan. During its meeting with the faculty members of the College, the Review Panel learned that the new study plan 2010-2011 will be implemented starting from the second semester of this academic year.
- 2.14 Teaching methods vary according to the course content and the faculty member in charge of teaching it. In the majority of courses, the teaching and learning method is the traditional lecture method, with the lecturer giving a lecture to students using one or more textbooks. During interviews with the students, the Review Panel learned that students are given the opportunity to discuss and interact with the lecturer during the lecture. However, modern teaching technology is rarely used to

communicate information to students and there is very little use of self-learning tools.

- 2.15 With regard to assessment, each course is assigned a 100 score distributed into three categories: (1) semester exams, where students sit for a mid-semester examination that is assigned 30% of the total grade; (2) student's work and participation, which are assigned 20% of the total grade; 10% of which is assigned for research and reports and 10% for discussions and other assignments; and (3) 50% of the total grade is assigned for the final examination. A student's GPA has to be no less than 60% in order to pass.
- 2.16 Upon reviewing the questions of the final examinations of some courses, the Review Panel noted that most of these questions tend to measure student's ability to recall theoretical information, and there is no clear policy to link questions to the ILOs. As a result, most of the examinations do not measure the extent to which students have acquired cognitive and professional skills. Instead, they measure ability to recall theoretical information in the course subjects. Nevertheless, the Panel noted that a small proportion of the questions measure student's analytic thinking ability, especially in the 'Criminology' and 'Criminal Procedures' courses. The Review Panel found evidence of good practice where students are given the opportunity to review their answer sheets in semester examinations. This enables them recognize their mistakes and discuss them with their lecturers so as to avoid making such mistakes in future examinations.
- 2.17 The Review Panel was pleased to learn that there is an academic advising system in place. During interviews with academic staff, the Panel was informed that students are divided into groups each of which is assigned an academic advisor who meets with them at specific dates to respond to enquiries regarding any difficulties they might face in their study. .
- 2.18 In coming to its conclusions regarding the curriculum, the Review Panel noted, with appreciation, the following:
- The programme has clearly articulated objectives that are consistent with University's mission and is appropriately designed to meet the labour market requirements in Bahrain.
 - Many of the course descriptions and the ILOs of the programme are appropriately defined and consistent with the programme objectives.
 - Opportunity is given for students to discuss and interact with their lecturers.
 - There is a student assessment system in place which includes the distribution of scores according to student's performance on their assignments and discussions

during the semester in addition to the final examination at the end of the semester.

- There is a system in place which allows students' access to the answer sheets of semester examinations so as to recognize their mistakes and weaknesses. In addition, there is an academic advising system in place to assist students in overcoming difficulties in their study.

2.19 In terms of improvement, the Review Panel recommends that the College should:

- Develop the College's mission in the light of the close link between this mission and the College's objectives. These objectives have to be derived from the College's mission.
- Increase the number of credit hours allocated for the elective courses of the programme, and give the students more opportunities to choose the courses they want to study by offering an appropriate number of electives in each semester.
- Include a number of basic courses in the programme that are essential for the development of the student's legal mind.
- Teach the course 'Legal Research' for all students at an early stage of their study provided that it includes methodologies of legal research, methods of legal writing and legal style consistent with the ILOs.
- Introduce new courses aligned to labour market requirements in the light of recent developments.
- Review the titles of some courses so that they are consistent with their content. In addition, a balance needs to be achieved between the courses in the syllabus and the significance of the subjects to attain the ILOs.
- Introduce courses taught in English as part of the programme, especially in those courses of international status.
- Develop the content of practical and applied courses and their delivery methods so as to create balance between the theoretical aspects of the programme and its practical and applied aspects so that students acquire practical and professional skills consistent with the ILOs.
- Expand the use of modern tools to communicate information to students.

2.20 Judgment

On balance, the Review Panel concludes that the programme does not satisfy the indicator on the Curriculum.

3. Indicator 2: Efficiency of the Programme

The programme is efficient in terms of the use of available resources, the admitted students and the ratio of admitted students to successful graduates.

- 3.1 There are no specific requirements for students to enroll in the first year of the BL programme other than the general conditions set by the University, the most important of which is passing secondary school or equivalent without setting a minimum GPA. Also, no aptitude test is given to applicants and no personal interviews are held with them. As a result, some underprepared students may be enrolled in the programme and there is no intervention to support such students.
- 3.2 The total number of full-time faculty members working in the College for the academic year 2010/2011 is (13) members one of whom is a Professor, three Associate Professors, and nine Assistant Professors, all specialized in various fields. However, none have specialized in 'Public International Law', 'Private International Law', or 'Principles of Civil Trials'. In addition, there is an acute shortage of faculty members who can teach in English. Therefore, some faculty members teach some courses outside their field of specialization. The Panel was encouraged to note that other external faculty members are recruited in order to compensate for this shortage.
- 3.3 Faculty members have published works and research. The university management has a clear policy in place to encourage academic publication by its faculty members. The Review Panel examined samples of these works and research and was satisfied with their quality.
- 3.4 The Review Panel noted that many of the academic staff's research are published in many local or Arabic journals or periodical but not in international journals and periodicals. The university management has a clear policy to encourage its faculty members' participation in scientific conferences and symposiums organized inside and outside Bahrain. During interviews, the Panel learned that many staff members have benefited from this policy and have participated in local and regional conferences relevant to their area of specialization.
- 3.5 Although the number of faculty members was found adequately proportional to the number of students, a minimum number of academic staff members have to be available to cover various specializations regardless of the number of students, a requirement which was not satisfied. Upon reviewing the actual number of teaching hours of faculty members, the Review Panel noted that the teaching load sometimes goes up to 21 teaching hours per week. It was also noted that some courses are delivered by academic staff who do not have a PhD degree as a consequence of the evident shortage in the number of academic staff. With regard to the administrative

staff, the Panel found that they perform their assigned tasks efficiently despite their small number.

- 3.6 In terms of physical resources supporting the programme, the Review Panel noted that the College of Law does not have its own separate building on campus but it rather shares the same premises with the College of Administrative Sciences and the College of Arts and Sciences at the ASU campus. Thus, the teaching halls, laboratories, library, and the cafeteria serve all three Colleges. However, there are a sufficient number of teaching rooms and halls with adequate equipment for the current number of students. Also, there are four computer laboratories serving all students of the University. Management has a plan for expansion. During the site visit the Review Panel was provided with evidence of the construction of a new university campus which will better serve College's needs in the near future.
- 3.7 With regard to the library, the Review Panel noted that the College does not have a legal library of its own. Instead, this library is part of the University library. Currently, there are approximately 3,000 titles with 8,784 books in the various sub-fields of Law beside 10 Arabic periodicals. However, the current area allocated for the library is insufficient to serve researchers and students across the University, in addition to the lack of new legal references and resources as well as the paucity of Arabic periodicals. As for foreign legal periodicals, the library lacks such a collection. However, there are some foreign journals and periodicals that can be accessed electronically as the library subscribes to the legal electronic database called 'Legal Collection'. Faculty members and students can access this database from inside as well as outside the university electronically. The library also holds a collection of about 300 Masters and Doctoral theses on various Law sub-fields. From the numbers of users, it is evident that the library services are appropriate and utilized by the faculty members, researchers, and students from all ASU Colleges.
- 3.8 The University has arrangements in place for student guidance and advising. The most important of these arrangements is the University's website, which provides online information about the University and its three Colleges including registration, admission conditions, registration documents, graduation requirements, Colleges' programmes, as well as the university regulations and publications. In addition, the University has published some leaflets to guide students; the most important of which is the 'Student Guide'. Each registered student is assigned an academic adviser who provides them with assistance to overcome difficulties they might face during their study. Also, the office hours of the faculty members are announced to students to enable them meet their academic advisors. Overall, the arrangements made by the University and the College with regard to student guidance and advising are appropriate and fit for their purpose.
- 3.9 In coming to its conclusions regarding the efficiency of the programme, the Review Panel noted, with appreciation, the following:

- The University has a policy in place to encourage faculty members' research and works publication.
- The University has a policy in place to encourage faculty members' participation in external conferences.
- There is an appropriate student training system that provides trainees with practical skills.
- The library subscribes to electronic databases to meet faculty members', students' and researchers' needs to follow up on legal developments, and allows access to these databases inside and outside the College.
- There is a relatively sufficient number of appropriate and equipped teaching halls proportional to the current number of students. In addition, there are four laboratories equipped with computers.
- There is an academic advising system that enables students to communicate with faculty members and receive assistance during their study.

3.10 In terms of improvement, the Review Panel recommends that the College should:

- Develop appropriate admission requirements in the College of Law and conduct tests or interviews to avoid enrolling underprepared students in the programme.
- Recruit qualified faculty members, especially in the specializations of 'Public International Law'; 'Private International Law'; 'Principles of Civil Trials'; and ensure that some of them are competent at teaching in the English language.
- Ensure that courses are taught by qualified faculty members in the field of specialization.
- Increase the number of legal references, books, and periodicals available in the library, keep them updated; as well expand the library's area.

3.11 **Judgment**

On balance, the Review Panel concludes that the programme satisfies the indicator on the efficiency of the programme.

4. Indicator 3: Academic standards of the graduates

The graduates of the programme meet acceptable academic standards in comparison with equivalent programmes in Bahrain and worldwide.

- 4.1 The programme has clearly articulated objectives that are consistent with the programme and courses ILOs. During the site visit and meetings with employers and representatives of community organizations, the Review Panel recognized the overall satisfaction with the College graduates' standards; most of whom are hired in the labour market shortly after graduation.
- 4.2 There are no national academic standards for the Colleges of Law in the Kingdom of Bahrain. However, the College was guided by the academic standards adopted by the Applied Sciences University in Jordan for the development of its programme within the framework the cooperation agreement between the two institutions. This agreement was replaced by another one with Mu'tah University in Jordan regarding the development of academic standards, scientific research, programme assessment, and external reviews. Mu'tah University had carried out an external review of the programme to assess the study plan. However, the academic standards adopted by the College need continuous development through benchmarking with similar programmes in the Colleges of Law inside and outside Bahrain. The academic standards applied in some Arab countries can be used as a guide in this regard.
- 4.3 There is a good system in place for assessing students' results. The system does not rely on one single examination held at the end of the semester but rather assesses student's performance throughout the whole semester, where a mid-semester examination is assigned 30% of the total mark, 20% for student's participation of which 10% is given for student research and reports and 10% for discussions, while the final examination is assigned 50% of the total mark. An external review examination assessment was undertaken in February 2010. The Review Panel noted that the examination review was carried out by one external examiner for a number of courses of different legal fields; it would be beneficial if the University used external examiners specialized in the legal subfield of the courses in which the examinations are assessed.
- 4.4 The Review Panel found that efforts were being made on behalf of the College management to follow-up graduates and update their data. An Alumni Unit was established in the Deanship of Student Affairs by the University Decision No. 8 on 18/8/2009 to follow-up with the graduates and to establish communication channels between the University and its graduates. Also, a follow-up committee was established after the College Council's decision in February 2010 to consolidate contact with the College's graduates. The Alumni Unit has a strategic plan to follow up graduates at the university.

- 4.5 From the review of examination results, the Review Panel noted the high success rates in the majority of courses. The Panel found evidence of an internal examination system that ensures the quality of the questions and the extent to which they measure the skills and knowledge that the students need to achieve as a requirement for the course.
- 4.6 The Panel noted the low quality of the students' legal research. Samples of this research were examined and the majority of their topics were found to be general and not thorough. In addition, the majority of research lacked the proper implementation of scientific research methodologies. The Review Panel is of the view that the main reason behind the low standard of research is that the study plan does not include an independent course with the aim of teaching students the scientific approach of research and skills of legal formation at an early stage of their study in the College.
- 4.7 In coming to its conclusions regarding the academic standards of the graduates, the Review Panel noted, with appreciation, the following:
- There is an overall satisfaction with the graduates' standard on behalf of employers and community entities.
 - The establishment of an Alumni Unit that has a strategic plan with the aim to increase communication with graduates
 - There is a system to assess students' performance throughout the period of their study.
 - The introduction of external examiners' system for the assessment of examinations in some of the courses.
- 4.8 In terms of improvement, the Review Panel recommends that the College should:
- Develop clear academic standards for College of Law graduates to be adopted by the College.
 - Ensure that the external examiners are specialized in the legal sub-field of the courses' in which examinations are being assessed.
 - Develop clear mechanisms to be followed by the College in measuring the programme's and courses' ILOs, and establish clear regulations for the examination system.

4.9 Judgment

On balance, the Review Panel concludes that the programme satisfies the indicator on academic standards of the graduates.

5. Indicator 4: Effectiveness of quality management and assurance

- 5.1 The University established a Quality Assurance Unit to assist its Colleges in developing quality procedures and policies, as well as to identify obstacles that face such development and consequently devise measures for addressing these obstacles, in addition to developing capacity-building programmes for faculty members. The Unit prepared a manual for the procedures of quality teaching, which was first published in 2010. At the College level, a Quality Assurance Committee was established to be in charge of implementing the university policies of quality at College level.
- 5.2 The College reviews the programme internally by specialized committees, the College Council, and Councils of Public Law and Private Departments. Minutes of the meetings are documented. The Review Panel examined a sample of the Academic Advising and Study Plan Committee' activities as stated in the minutes of its first meeting for the academic year 29009/2010 on 14/10/2009. The Panel also examined some of the minutes of the College Council's meetings and those of the Public Law and Private Law Departments. All these documents indicate that the College is concerned with conducting internal reviews for its programme.
- 5.3 The Panel also learned that a College Advisory Council, comprising eminent members from academic and professional backgrounds, was recently established for the purpose of curriculum review and development. Moreover, the programme was subject to external review by some regional universities, including Mu'tah University and Ajman University. However, this external review does not take place on a regular basis.
- 5.4 There are regulations and procedures for organizing examinations and assessment by the internal examiner system. In addition, there is an Investigation Committee, which investigates alleged students' procedural violations and imposes penalties where appropriate.
- 5.5 During the site visit, the College provided a brief report including the actions that the management has undertaken to improve the BL programme following the submission of the Self-Evaluation Report on 18/3/2010. The report included some improvements that were implemented to overcome some of the weaknesses in the programme.
- 5.6 There are mechanisms in place to collect students' feedback by means of a questionnaire prepared by the Deanship of Student Affairs. The aim is to find out to what extent students are satisfied with the services provided to them at the University level. In addition, there is a questionnaire for students' evaluation of the

course delivery. This includes the course plan and syllabus, methods and teaching aids, classroom discipline, and instructor's performance. The results of these surveys are discussed in the College Council. In interviews with staff members and students, the Panel was informed that some improvements have been implemented as a result of these surveys. Students are represented on the College Council as well as on the councils of both departments.

- 5.7 The Alumni Unit, in coordination with the Quality Assurance Unit in the College, collects graduates' input by means of a questionnaire circulated to them and another one for employers and professionals to gain information regarding the strengths and weaknesses of the programme. However, the Review Panel did not find evidence that the results of the above-mentioned questionnaires are considered in such a way that could lead to improvement in the educational process.
- 5.8 The Review Panel was provided with a plan that College prepared in 2010 for the years 2010-2014. It includes a specification of the College' vision, mission, core values, ADRI, plan aims and objectives, in addition to the operational plan, which is an ambitious plan that aims at improving performance in the College. The plan rests upon a number of core aspects. The proposed plan also includes some recommendations regarding actions to be taken.
- 5.9 The university management organizes training courses to develop its faculty members' performance. During the last two years, the University organized many courses for such purposes in relation to quality, the use of modern technology in teaching, and computer skills. While the Panel notes these developments, more needs to be done. In addition, the University entered into cooperation agreements with some universities inside and outside of Bahrain to contribute to faculty members' performance development. Arrangements have been made by the College for its first scientific conference to be held in the second semester of the current academic year 2010/2011.
- 5.10 In coming to its conclusions regarding the effectiveness of quality management and assurance, the Review Panel noted, with appreciation, the following:
- There is a quality assurance system in place; the University established the Quality Assurance Unit and prepared a manual of quality teaching. A Quality Assurance Committee was also established in the College for this purpose.
 - The programme is subject to external review.
 - There is an Advisory Council for the purpose of programme development and review.
 - There are rules and regulations for examinations conduct and assessment.

- There are mechanisms to collect students' input and measure their degree of satisfaction with the services provided to them at the University level in addition to the programme evaluation, as well as student representation on the College and departments' councils.
- The College has a development plan for the years 2010-2014, which includes recommendations on actions to be taken.

5.11 In terms of improvement, the Review Panel **recommends** that the College should:

- Consider the development of its Self-Evaluation Report annually.
- Analyse the results of students, graduates, and employers questionnaires and take these results into consideration to improve the educational process.
- Develop mechanisms to implement the development plan 2010-2014 in consistence with quality standards.
- Develop more effective programmes for enhancing the faculty members' performance, particularly with regard to quality, the use of modern technology in teaching, and English language.

5.12 **Judgment**

On balance, the Review Panel concludes that the programme satisfies the indicator on effectiveness of quality management and assurance.

6. Conclusion

Taking into account the institution's own self-evaluation report, the evidence gathered from the interviews, and documentation made available during the site visit, the Review Panel draws the following conclusion in accordance with the *HERU/QAAET Programme Review Handbook, 2009*:

There is limited confidence in the Bachelor of Law programme offered by the Applied Science University.